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ABSTRACT

Student-teacher contracts are used to individualize instruction in a course on the selection of instructional materials for a school library collection. The course was designed as part of a graduate library/media training program. Included are: (1) a description of the course and its student objectives, (2) student contracts for each course topic, and (3) student bibliographies for the contracts. Course topics include: (1) criteria for selection, (2) selection policies and practices, (3) censorship, (4) reviewing and selection aids, (5) selection for the elementary school, (6) selection for the secondary school, (7) selection for the exceptional child, (8) weeding and discarding, and (9) selecting audiovisual materials and equipment. (Author/STS)

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STUDENT CONTRACTS AS ONE METHOD FOR INDIVIDUALIZING A COURCE CONCERNED WITH THE "SELECTION OF INSTRUCTIONAL MATERIALS"

Milton Christison

1977

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STUDENT CONTRACTS AS ONE METHOD FOR INDIVIDUALIZING
A COURSE CONCERNED WITH THE
"SELECTION OF INSTRUCTIONAL MATERIALS"

This is the first of four papers that will be placed in the ERIC system to describe a variety of methods for individualizing instruction in a graduate Library-Media training program. It is the authors intent to describe at least three methods (Student-teacher Contracts, Unipaks, and Workbook formats) that may be used in the teaching of the four most commonly taught courses in programs leading to certification as a public school Library-Media Specialist.

The courses that will be described were developed and piloted between 1975-77 and have been used with a variety of graduate and undergraduate students (ranging in age from twenty to about fifty-five) in a senior college in the southeast. They have been revised on a number of occasions and at this time can be seen as a statement of the state-of-the-art; because of the constantly changing aspects of the media field they will probably never be in a "final" format.

It is not the intent of the author to defend the student-teacher contract as a management process, nor to offer arguments for individualizing instruction. Such arguments have been much better stated by others. What is offered is an approach that has been used succesfully, the author hopes that those who wish to move from traditional approaches to teaching may find suggestions in these papers. The following materials are included:

a. a two page description of the course and its student objectives,

b. a series of nine "contracts" dealing with the concepts selected for the course, and,

c. student bibliographies for each of the contracts.

THE COURSE: Selection of Instructional Materials ...60

THE PURPOSE OF THE COURSE;

To introduce beginning school media specialists and others concerned with public school media programs to the processes of selecting materials for a school's collections.

EXPECTED COMPETENCIES:

This course will attempt to develop competencies in each of the following areas, obviously each student will probably complete the course with their own pattern of accomplishment.

K/U = Knowledges and Understandings
C/A = Comprehension and Applications
A/E = Analysis and Evaluations ..... See Bloom's Taxonomy if you don't understand

A student will be able to...

- list the criteria for selection of learning/instructional materials (K/U), apply these criteria to a specific title (C/A), and recommend the the title be added/not added to the collection of their school (A/E).

- describe the vaious alternative processes that may be followed in selecting materials in the public school setting (K/U), select the most suitable for their specific school setting (C/A), and through constant monitoring of the results of this selection program improve effectiveness each year (A/E).

- identify censorship attacks, the types of materials that may be censored and methods of responding to attack (K/U), and be able to identify the underlying philosiphies and purposes of those making such an attack (A/E).

- describe the common innovations in public school education (K/U), identify the types of materials or equipment each requires (C/A), and select the proper materials to support each innovation if it were introduced in your school (A/E).

- identify the most commonly used selection and reviewing tools used by media specialists as they select materials (K/U), describe the usefulness of those at your grade level(s) (C/A), and using these tools, evaluate an existing collection and recommend additions (A/E).

- identify criteria for removing materials from a collection (K/U), and apply these criteria to a collection of materials (A/E).

- identify the special criteria used in selecting materials having special characteristics or problems associated with them, for example audiovisual materials (K/U), and apply these criteria to the selection of materials in a school setting (C/A).

ANTICIPATED METHODS FOR THE COURSE:

There is no text for the course.

Students should expect to read widely in the professional literature of the media field. Those who are not familar with the indexes Library Literature and Education Index should expect to become so.

Student progress in the course will be monitored through "Contracts" between the student and the instructor. Each contract will deal with (usually) one of the competencies listed on the first page and topics listed below.

1. Criteria for Selection
2. Selection Policies and Practices
3. Censorship
4. Reviewing and Selection Aids
5. Selecting for the Elementary School
6. Selecting for the Secondary School
7. Selection for the Exceptional Child
8. Weeding and Discarding
9. Selecting AV Materials and Equipment

Through the contracts, each student will be responsible for developing and carrying out his own course of studies. There may be an occasional lecture or group discussion, but it is the intent of the instructor to utilize basically an individualized methodology. This puts the heavy burden of responsibility on the student. The instructor's role becomes one of helping the student to achieve their own unique goals and evaluating success in attaining goals.

A (sample) contract has been provided for each topic. This contract will normally include a description of what the student is to learn, what he is expected to do, suggested resources (readings, hand-outs, etc), and a description of what he must do, provide, or demonstrate to show the level of his accomplishment. I expect that the superior student will go far beyond what is suggested in both his readings and his ability to respond to the questions suggested in the contracts.

CONTRACT REVIEW SESSION(S)

Each student is responsible for scheduling a review session for each contract. Normally 30 minutes will be adequate, but if the instructor is not satisfied he may ask for an additional review of the contract. The burden of proof is on the student, he should be prepared to demonstrate what he knows and/or what he can do. If I am to read materials it would be wise to turn them in "early" to avoid wasting valuable meeting time. Use your office time wisely, it is limited.

At the end of the course (during the last review session), each student will (briefly) summerize all of the work he has done for the course, this will include a review of all contracts (so don't throw them away!).

CONTRACT BETWEEN _____ AND DR. CHRISTISON

6/77

COURSE TITLE Selection of Instructional Materials

CONTRACT TITLE "Criteria for Selection"

THE NEED FOR SUCH A CONTRACT

It is critical that the people charged with selection of materials for the school's collections develop a perspective, and a process, that allows them to effiecently, and effectively, evaluate materials being considered for addition to the collection. This contract will bring the student to an understanding of those criteria, those considerations, those questions that must be asked of a title as it faces the critical test of whether or not it merits being added to the collection. In summary, this contract deals with such questions as how to know when a given title is suitable for purchase.

DESCRIPTION OF THE CONTRACT

Through this contract the student will seek to identify the commonly used criteria used in selecting learning and instructional materials for the public school media center. He will examine a number of course handouts, read a number of the articles on the course bibliography for this topic, and prepare one page summary reports of at least 3 articles not found on the bibliogrpahy.*

* writing the "one page report" is described on course handout #51.

MATERIALS TO CONSULT

Course handouts #4, 7, 36, 50, 51, 75
Course Bibliography titled "Criteria for Selecting Materials"
Other

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING

1. A bibliography of readings
2. Three (3) or more one page summaries of readings not found on the course bibliography
3. A list of basic criteria that the student would use in evaluating materials
4. Responses to questions asked during the contract review session.

_____ COMPLETION DATE OF THE CONTRACT

EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

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CONTRACT BETWEEN _____ AND DR. CHRISTISON

6/77

COURSE TITLE Selection of Instructional Materials

CONTRACT TITLE "Selection Policies and Practices"

THE NEED FOR SUCH A CONTRACT

One of the greatest problems in selecting materials is myopia or nearsightness in what we do. Through this contract the student will explore a number of different selection processes found in different school systems. Upon completion of the contract the student will be able to draw upon a number of different examples as he develops a selection process suitable for his situation.

DESCRIPTION OF THE CONTRACT

The student will explore the professional literature related to "HOW" materials are selected. He will seek out articles that describe the roles of various people in the selection process (including teachers, students, etc.). The student will be prepared to describe to the instructor what a selection policy is, its importance, components, and the roles of various people in the selection process. In addition he will illustrate his remarks with examples from numerous school districts that have developed innovative methods to select materials and/or involve people other than the media specialist in the selection process.

MATERIALS TO CONSULT

Course handouts #3
Course Bibliography titled "Selection Practices"
Other

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING

A bibliography of readings
Responses to questions listed or implied above
Three one page reports summerizing articles not found on the course bibliography

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_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

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CONTRACT BETWEEN _____ AND DR. CHRISTISON

COURSE TITLE SELECTION OF INSTRUCTIONAL MATERIALS

CONTRACT TITLE "Reviewing and Selection Aids"

THE NEED FOR SUCH A CONTRACT

Here we have the core (Guts?) of the traditional selection course. And while in this course we have chosen to reduce the time spent on this topic the fact remains that the media specialist who is unfamiliar with those tools that can assist them in selecting a good colection of materials is not capable of doing their job adequately. This contract will bring the student into contact with tools that have been found to be helpful, their use will save time that the media specialist can then spend elsewhere in developing the school's media program.

DESCRIPTION OF THE CONTRACT

The student will identify the commonly used aids/tools useful in helping him select materials. He will physically examine many of the tools listed in the course materials. He will read a number of articles that describe the usefulness of these materials. He is to examine a number of the Journals that regularly review materials. The student is expected to concentrate on the grade level(s) that he expects to work with in the near future, but, he is also expected to devote approximately 1/3 of his time to other levels of public school education, i.e. If he is an elementary major spend most, but not all of his time there.

MATERIALS TO CONSULT

Course Handouts #15, 30, 24, 49, 46, 42, 25, 26, 76
Course Bibliography titled "Reviewing and Selection Aids"
Other

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

The Student will Provide the Following:

- A bibliography of (a) reviewing sources, and (b) selection tools, annotated to show the value and usefulness of each.
- A bibliography of articles he has consulted describing the reviewing and/or selection tools that are used in public school selection.
- Give a lecture to the instructor titled "selection tools and reviewing sources for _____ "his" _____ grade level". It will last about 30 minutes and be aimed at a school board member who is concerned about the way materials are selected in the district.

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

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CONTRACT BETWEEN _____ AND DR. CHRISTISON

6/77

COURSE TITLE Selection of Instructional Materials

CONTRACT TITLE "Censorship"

THE NEED FOR SUCH A CONTRACT

Having a defendable selection program includes having a philosophical basis for what you do and what you hope to do. This must include both being familar with those who would limit student contact with certain types of materials or certain titles of material ("others") and understanding your own personal beliefs as they might interfere with your honest evaluation of a title.

DESCRIPTION OF THE CONTRACT

Through this contract the student will explore the literature of the media field and other related fields concerned with the topic of censorship. He will analyze the following questions and be prepared to respond to them during the contract review:

- What types of materials have been/are/might be censored?
- Who are the people that lead censorship attacks?
- What form do these attacks take?
- What is the difference between censorship and selection?
- How and in what ways might a media specialist/librarian act as a censor?
- For what types of materials or topics?
- Why?
- How can a media specialist respond to a censorship attack?
- How can a media specialist respond to a censorship attack?

This will be an in-depth reading assignment, the one-page reports are waived but 20-30% of the readings should be very current and not from the existing bibliography. Be prepared to discuss them during the contract review.

MATERIALS TO CONSULT

Course handouts# 14, 47, 27, 22, 21, 23, 13, 44, 16, 20, 19, 17, 5.
Course Bibliography titled "Censorship"
Other

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING

- An annotated bibliography of materials read
- Responses to the questions listed or implied above

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

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CONTRACT BETWEEN _____ AND DR. CHRISTISON

6/77

COURSE TITLE Selection of Instructional Materials

CONTRACT TITLE Selecting for the Elementary School

THE NEED FOR SUCH A CONTRACT

It seems that even in Georgia pubiic school education will change. As media specialists we are charged with providing materials to support what happens in the school. Therefore to fulfill our professional responsibilities we must be able to analyze proposed changes for their implications as to the types of materials that we must provide. Failure to do so means that we condemn ourselves to the roles of observers in the change process and indeed may mean that we will become prime reasons for the failure of the proposed change. (This, or one of the two following contracts are to be emphasized; spend most of your time with the one you select; first of three).

DESCRIPTION OF THE CONTRACT

Through this contract the student will seek out the innovative curricular or instructional changes now found in the United States. The student will analyze these innovations with the intent to understanding the implications of each to those responsible for the selection of materials.

Among the innovations to be analyzed are the following (there are more, find them):

-British Infant Schools
-Schools without failure
-Individualized approaches to learning
-Team Teaching
-Variance in pacing, grading, etc.
-Students as tutors
-Learning Laboratories
-Competency based teaching
-Differentiated Staffing
-Changes in Curricular emphasis or new topics such as Ecology, the roles of women, and minority groups, Carrer Education, and Family Life Education, etc., etc.

MATERIALS TO CONSULT

Course handouts

Course Bibliography titled "Selecting materilas for the Elementary School". You may wish to discuss this topic with members of the GSC Elementary Education Department or an elementary teacher in your district.

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING:

-A bibliography of readings annotated briefly to identify/describe the innovation
-Answers to the following questions:
  What are the innovations associated with the elementary school?
  What are the characteristics of these innovations?
  What are the implications of each for the person selecting materials to support their implementarion?

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

SELECTING MATERIALS FOR THE ELEMENTARY SCHOOL

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CONTRACT BETWEEN _____ AND DR. CHRISTISON

6/77

COURSE TITLE Selection of Instructional Materials

CONTRACT TITLE "Selecting for the Secondary School"

THE NEED FOR SUCH A CONTRACT

It seems that even in Georgia public school education will change. As media specialists we are charged with providing materials to support what happens in the school. Therefore to fulfill our professional responsibilities we must be able to participate in the change process by, among other things, being able to analyze proposed changes for their implications for the types of materials that we must provide to teachers and students. Failure to do so means that we condemn ourselves to the roles of observers in the change process and may indeed mean that we will become prime reasons for the proposed change to fail. (This is the 2nd of three; one is to be emphasized.)

DESCRIPTION OF THE CONTRACT

Through this contract the student will seek out the innovative curricular or instructional changes now found in the United States. The student will analyze these innovations with the intent to understand the implications of each to those responsible for the selection of materials.

Among the innovations to be analyzed are the following (there are more, find them):

- .Relevance in Education
- . The quarter system
- . Career Education
- . Improving basic learning skills
- . Freedom of choice curriculums
- . Independent study programs
- . Team teaching and differentiated staffing
- . Non-graded curriculums
- . Computer Assisted Instruction
- . Learning Activity Packages (LAPs, Minipaks)
- . Self Directed Instruction

MATERIALS TO CONSULT

Course Bibliography titled "Selecting Materials for the Secondary Schools"
Course handouts
Other

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING

. A bibliography of readings annotated briefly to identify/describe the innovation
. Responses to the following questions during the contract review session.

- . What are the innovations associated with the secondary school?
- . What are the characteristics of these innovations?
- . What are the implications of each for the person selecting materials to support their implementation?
- . etc.

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

"Selecting Materials for the Secondary School"

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CONTRACT BETWEEN _____ AND DR. CHRISTISON

6/77

COURSE TITLE Selection of Instructional Materials

CONTRACT TITLE Selection of Materials for the Exceptional Child

THE NEED FOR SUCH A CONTRACT

If you believe that Public Schools have a charge to educate all of the children of the community then you must assume a responsibility for providing materials for those children with different learning styles and different levels of learning abilities. With the current interest in education to "mainstream" special education children, rather than hiding them in special classrooms, our problems as media specialists will probably increase as the range of abilities increases. (this is the third of three; one is to be emphasized)

DESCRIPTION OF THE CONTRACT

Through this contract the student will seek out the innovative programs being used to educate and/or train the exceptional child. The student will identify the different categories of programs concerned with the exceptional child (EMR, Blind, Learning Disabilities, etc.), review articles describing how schools are handling these programs, and analyze these programs for their implications for those who must choose materials. By this I mean, what types of materials are required and what special ways are these materials used?

MATERIALS TO CONSULT

Course handouts #

Course Bibliogrpahy titled "Selecting for the Exceptional Child"

Other You may wish to talk to members of the Special Education Department at GSC or at your school for ideas and articles to read.

EVIDENCE TO BE ROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING

- A bibliography of readings. This bibliography will be annotated, briefly, and will clearly show the types of exceptional children it deals with.
- Responses to the following questions during the review of the contract:
  - What types of exceptional chilfren must you expect to face as a media specialist at the public school level?
  - What types of programs must you expect to face in your school concerned with special education/Exceptional Children?
  - What types of special materials must you expect to provide for the various types of students?
  - and/or what special selection/evaluation criteria must you expect to use as you select for these children and their teachers?

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

SELECTING FOR THE EXCEPTIONAL CHILD

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CONTRACT BETWEEN _____ AND DR. CHRISTISON

6/77

COURSE TITLE Selection of Instructional Materials

CONTRACT TITLE Weeding and Discarding

THE NEED FOR SUCH A CONTRACT

The problems of working to insure quality in a collection will always bother those who must provide materials to others. One aspect of this problem is the identification of those materials that have outlived their usefulness. This becomes even more critical because of the importance often placed on both the size and use (circulation) of our collections by those outside the media profession. Knowing how and what to discard (to "de-select?") is therefore a vital part of the process of selecting materials for the collection.

DESCRIPTION OF THE CONTRACT

Through this contract the student will develop a point of view regarding the weeding of materials in their schools collections. This will include the identification of the differences between weeding/discarding and censorship, the criteria that should be used in weeding, and criteria for use when considering the reordering or rebinding of a book.

The student will read 5-10 articles (at least 3 not on the course bibliography), identify criteria for discarding/weeding and replacement/rebinding and apply what he has learned through a study of a section (50-75 books) now in the lab school library at GSC.

MATERIALS TO CONSULT

Course handouts
Course Bibliogrpahy titled "Weeding and Discarding"
Other

EVIDENCE TO BE ROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING

A briefly annotated bibliography of materials he has consulted
A minimum of three, one-page reports dealing with this topic (not from bibliography
Responses to the following questions:

- Who is responsible for identifying materials to be discarded/replaced?
- What criteria should be used in identifying materials to be replaced?
- Rebound?
- What are some of the factors that tend to discourage weeding?

_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

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CONTRACT BETWEEN _____ AND DR. CHRISTISON

6/77

COURSE TITLE Selection of Instructional Materials

CONTRACT TITLE "Selecting AV Materials and Equipment"

THE NEED FOR SUCH A CONTRACT

The problem of selecting audiovisual or non-book materials is one of the most frustrating of those faced by the media specialist. There is a lack of comprehensive selection tools and good reviewing sources. Yet even with these problems modern education requires, and will probably increasingly require, the addition of different types of media to the collections of the school. Therefore, the media specialist must develop a point of view and an awareness of processes that will allow the incorporation of these materials into their collections.

DESCRIPTION OF THE CONTRACT

The student will examine a number of articles describing the process for selecting non-print materials and the equipment they require. He will identify criteria that are unique to (audiovisual) media. He will summerize 3-4 articles in addition to examining a number of articles from the course bibliography . He will come to the contract review session prepared to respond to the following questions:

.What are the problems inherent in the selection of audiovisual materials?
.What are the best sources for audiovisual materials? (reviews and aids?)

MATERIALS TO CONSULT

Course handouts #8, 29, 65, 2, 6, 32, 33
Course Bibliography titled "Selecting Av Materials"
Other: "take" the audiovisual program "Utilizing 16mm film Resources" and examine the publisher files in room 246

EVIDENCE TO BE PROVIDED TO SHOW ACCOMPLISHMENT

THE STUDENT WILL PROVIDE THE FOLLOWING

- Responses to the questions listed above
- A bibliography of readings on the topic
- 3-4 one page reports concerning readings not on the course bibliography

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_____ COMPLETION DATE OF THE CONTRACT

_____ EVALUATION OF THE CONTRACT BY THE INSTRUCTOR

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